



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

325 E. McKellips, Mesa, AZ 85201

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Not Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Greg Prather
Schedule : 07:00 AM to 03:00 PM
Grades : 5-8
Web Address : www.mpsaz.org
Phone Number : (480) 472-5650
Fax Number : (480) 472-5680
E-mail : gprather@mpsaz.org

Mission

The mission of McKellips Middle School is to assist students in their pursuit of improved behavior and academic skills. Improved behavior will be measured by daily goal sheets. Improved academic skills will be measured by program assessments as well as district and state tests.

School / Academic Goals

- ü Students enrolled for a minimum of one semester at MMS will increase their reading skills by one or more grade level(s).
- ü Students enrolled for a minimum of one semester at MMS will increase their performance (FAME) on the AIMS writing assessment by one level.
- ü Students enrolled for a minimum of one semester at MMS will demonstrate proficiency in keyboarding and in the use of Microsoft Word, Power Point, Excel, and Desktop Publishing.
- ü Students enrolled for a minimum of one semester at MMS will be able to apply basic computation skills to higher level mathematics and be able to transition to a comprehensive school with knowledge of grade level mathematics standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 54
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Individual Instruction
- Ü Behavior Modification System
- Ü Study Skills
- Ü Social Skills

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibilities to parents include providing a safe, positive learning environment in which students have the opportunity to learn the academic and social skills needed in order to make a successful transition to a comprehensive school and to provide regular communication about students' attainment of academic and social skill goals.

Parents

The responsibilities of our parents include monitoring student progress by reviewing and signing daily point sheets, helping students comply with dress code requirements, and maintaining open, positive communication with the administrative and instructional staff as it relates to academics, behavior, and other issues affecting a student's ability to function effectively in a school setting.

Transportation Policy

MPS transports our students who live in the district boundaries west of Gilbert Road. We follow MPS bus rules and guidelines for student behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5603	79306	NC	98	99	NC	518	504	NC	9	13	NC	15	20	NC	50	49	NC	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2724	38845	--	98	99	--	518	505	--	8	11	--	16	20	--	51	50	--	26	18
Male	NC	2879	40383	NC	97	98	NC	517	504	NC	10	14	NC	14	19	NC	50	47	NC	26	19
African American	--	240	4171	--	98	98	--	494	485	--	15	20	--	23	26	--	50	44	--	12	10
Hispanic	NC	2000	32673	NC	98	99	NC	496	487	NC	14	18	NC	22	25	NC	52	46	NC	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	NC	4981	69020	NC	99	100	NC	523	510	NC	6	9	NC	14	18	NC	52	52	NC	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	NC	2874	37437	NC	97	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5547	79000	NC	97	98	NC	496	489	NC	7	10	NC	20	24	NC	62	58	NC	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2710	38774	--	98	99	--	501	494	--	5	7	--	19	22	--	63	61	--	12	10
Male	NC	2837	40150	NC	96	98	NC	492	485	NC	9	12	NC	21	25	NC	61	55	NC	9	8
African American	--	238	4153	--	97	98	--	481	476	--	11	13	--	24	30	--	61	53	--	4	4
Hispanic	NC	1963	32508	NC	96	98	NC	476	472	NC	12	15	NC	31	33	NC	53	49	NC	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	NC	4978	69009	NC	99	100	NC	500	495	NC	5	6	NC	19	22	NC	65	62	NC	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	NC	2829	37234	NC	96	97	NC	478	472	NC	11	15	NC	29	33	NC	55	50	NC	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	5609	79611	NC	98	99	NC	490	496	NC	7	7	NC	43	37	NC	50	56	NC	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	2732	39016	--	98	99	--	505	511	--	4	4	--	34	29	--	61	66	--	1	1
Male	NC	2877	40519	NC	97	98	NC	476	482	NC	9	10	NC	51	44	NC	40	46	NC	1	0
African American	--	236	4188	--	96	98	--	480	486	--	9	9	--	45	40	--	44	50	--	2	0
Hispanic	NC	2001	32855	NC	98	99	NC	470	481	NC	11	10	NC	51	43	NC	37	47	NC	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	NC	4970	68947	NC	99	100	NC	496	504	NC	5	4	NC	41	34	NC	54	61	NC	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	NC	2874	37626	NC	97	98	NC	472	479	NC	10	10	NC	51	45	NC	38	45	NC	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	5505	79327	93	98	98	453	531	518	62	12	19	38	16	20	NA	50	46	NA	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2626	38961	NC	98	98	NC	532	520	NC	11	16	NC	17	20	NC	51	48	NC	21	16
Male	11	2875	40295	92	98	97	456	531	516	55	13	21	45	16	19	NA	48	44	NA	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	NC	1926	32327	NC	98	98	NC	510	499	NC	18	27	NC	23	25	NC	49	41	NC	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	12	4918	70006	100	99	100	452	537	524	67	8	14	33	15	19	NA	53	49	NA	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	13	2687	37097	93	97	97	453	511	498	62	18	27	38	21	25	NA	49	41	NA	11	7
Non-Economically Disadvantaged	--	2818	42230	--	99	99	--	550	535	--	6	11	--	11	15	--	50	50	--	32	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	5447	79501	93	97	98	452	506	497	23	6	10	62	20	25	15	68	60	NA	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2606	39062	NC	98	99	NC	510	502	NC	5	8	NC	19	23	NC	70	64	NC	6	5
Male	11	2837	40368	92	97	98	455	503	491	18	8	13	64	22	27	18	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	NC	1887	32389	NC	96	98	NC	488	478	NC	10	16	NC	31	34	NC	58	48	NC	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	12	4915	70090	100	99	100	450	510	502	25	4	7	58	19	24	17	72	65	NA	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	13	2646	37183	93	96	97	452	489	479	23	10	16	62	29	34	15	59	49	NA	2	1
Non-Economically Disadvantaged	--	2801	42318	--	98	99	--	522	513	--	3	5	--	12	17	--	76	70	--	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	5492	80000	93	98	99	487	565	564	NA	3	3	69	10	11	31	77	75	NA	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2626	39288	NC	98	99	NC	580	579	NC	2	2	NC	5	6	NC	78	77	NC	15	16
Male	11	2862	40644	92	97	98	473	552	549	NA	4	4	82	14	15	18	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	NC	1917	32672	NC	97	99	NC	548	548	NC	4	4	NC	13	14	NC	77	76	NC	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	12	4907	70081	100	99	100	487	572	571	NA	2	2	67	7	7	33	80	79	NA	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	13	2675	37534	93	97	98	487	547	547	NA	4	4	69	14	15	31	77	76	NA	5	5
Non-Economically Disadvantaged	--	2817	42466	--	99	100	--	582	578	--	1	2	--	7	7	--	77	75	--	15	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	5532	78546	97	96	97	481	556	543	62	10	15	28	14	18	7	54	52	3	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2692	38645	NC	97	98	NC	557	545	NC	9	13	NC	14	18	NC	56	54	NC	20	15
Male	23	2839	39792	96	95	97	482	556	542	65	11	17	22	15	17	9	53	50	4	21	15
African American	NC	226	4205	NC	95	97	NC	536	524	NC	16	22	NC	16	22	NC	57	49	NC	11	7
Hispanic	11	1826	31177	100	95	97	473	530	524	64	19	22	36	22	23	NA	51	48	NA	8	7
Asian/Pacific Islander	NC	132	1940	NC	98	99	NC	575	580	NC	5	5	NC	9	9	NC	58	53	NC	27	33
American Indian/Alaskan Native	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	NC	3090	36450	NC	96	97	NC	575	563	NC	4	7	NC	10	12	NC	57	57	NC	30	23
Students with Disabilities	NC	392	8093	NC	71	82	NC	497	489	NC	39	50	NC	28	24	NC	30	23	NC	3	2
Students without Disabilities	20	5140	70453	95	98	100	494	560	549	45	8	11	40	13	17	10	56	56	5	22	16
Limited English Proficient Students	NC	505	9323	NC	94	94	NC	492	491	NC	45	47	NC	28	28	NC	27	24	NC	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	25	2500	34694	100	94	96	485	533	524	56	18	23	32	21	23	8	51	48	4	10	7
Non-Economically Disadvantaged	NC	3032	43852	NC	97	99	NC	575	559	NC	4	10	NC	9	13	NC	57	56	NC	30	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	5530	79045	97	96	98	458	521	512	34	7	10	48	21	25	17	63	58	NA	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2703	38860	NC	97	98	NC	527	519	NC	5	7	NC	19	22	NC	65	62	NC	11	8
Male	23	2826	40075	96	94	97	456	515	505	35	9	12	48	22	28	17	61	54	NA	8	6
African American	NC	228	4250	NC	95	98	NC	507	500	NC	9	12	NC	24	31	NC	64	54	NC	3	3
Hispanic	11	1811	31314	100	95	98	445	497	493	55	14	16	36	30	34	9	52	48	NA	3	2
Asian/Pacific Islander	NC	133	1949	NC	99	99	NC	530	536	NC	4	4	NC	17	15	NC	68	66	NC	11	15
American Indian/Alaskan Native	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	NC	3101	36730	NC	97	98	NC	538	532	NC	2	4	NC	13	16	NC	71	68	NC	14	12
Students with Disabilities	NC	386	8552	NC	70	87	NC	469	463	NC	26	35	NC	44	40	NC	29	23	NC	2	1
Students without Disabilities	20	5144	70493	95	99	100	470	524	517	20	6	7	55	19	24	25	66	62	NA	10	8
Limited English Proficient Students	NC	493	9355	NC	92	95	NC	456	456	NC	37	37	NC	47	48	NC	17	15	NC	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	25	2483	34922	100	94	96	458	500	493	40	12	15	40	30	34	20	53	48	NA	4	3
Non-Economically Disadvantaged	NC	3047	44123	NC	98	99	NC	538	527	NC	3	6	NC	13	18	NC	71	66	NC	14	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	5561	79657	100	96	99	508	564	566	10	3	3	33	8	8	57	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2711	39120	NC	97	99	NC	578	580	NC	2	2	NC	4	4	NC	93	92	NC	1	2
Male	24	2849	40423	100	95	98	500	551	553	13	4	5	33	12	12	54	83	83	NA	1	1
African American	NC	228	4290	NC	95	99	NC	555	560	NC	5	4	NC	9	9	NC	86	86	NC	NA	1
Hispanic	11	1839	31642	100	96	99	498	546	552	9	6	5	45	12	11	45	82	84	NA	1	0
Asian/Pacific Islander	NC	133	1948	NC	99	99	NC	581	589	NC	1	1	NC	5	3	NC	92	91	NC	2	4
American Indian/Alaskan Native	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	NC	3103	36929	NC	97	99	NC	576	579	NC	2	2	NC	5	5	NC	92	91	NC	1	2
Students with Disabilities	NC	420	9069	NC	76	92	NC	508	508	NC	10	11	NC	31	30	NC	55	58	NC	3	1
Students without Disabilities	21	5141	70588	100	98	100	539	568	573	NA	3	2	19	6	5	81	90	91	NA	1	1
Limited English Proficient Students	NC	507	9521	NC	94	96	NC	495	507	NC	16	13	NC	26	24	NC	57	63	NC	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	26	2508	35341	100	95	97	511	548	551	12	5	5	23	12	12	65	82	83	NA	0	0
Non-Economically Disadvantaged	NC	3053	44316	NC	98	100	NC	577	578	NC	2	2	NC	4	5	NC	92	90	NC	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	5357	78400	97	95	97	482	568	554	79	16	21	18	16	19	4	50	47	NA	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2653	38686	100	96	98	492	566	554	64	15	20	36	16	20	NA	53	49	NA	16	12
Male	42	2703	39636	95	94	96	479	569	554	83	18	23	12	16	18	5	47	46	NA	20	13
African American	NC	211	4193	NC	91	97	NC	538	533	NC	27	32	NC	27	23	NC	39	40	NC	8	5
Hispanic	38	1741	30732	100	95	97	482	537	534	79	30	31	18	22	24	3	41	40	NA	7	5
Asian/Pacific Islander	--	112	1827	--	95	99	--	590	594	--	8	8	--	13	12	--	53	49	--	26	31
American Indian/Alaskan Native	NC	231	4536	NC	92	95	NC	539	528	NC	28	35	NC	26	25	NC	40	37	NC	6	4
White	NC	3062	37038	NC	95	97	NC	588	575	NC	7	11	NC	11	14	NC	57	56	NC	25	19
Students with Disabilities	NC	311	7840	NC	62	81	NC	508	498	NC	46	60	NC	24	18	NC	26	20	NC	4	2
Students without Disabilities	47	5046	70560	96	98	99	486	571	560	74	14	17	21	15	19	4	51	50	NA	19	14
Limited English Proficient Students	13	468	8956	100	92	95	472	498	502	85	63	56	15	21	25	NA	15	18	NA	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	50	2339	33014	98	93	95	482	542	534	78	27	31	18	21	24	4	43	40	NA	8	5
Non-Economically Disadvantaged	NC	3018	45386	NC	96	99	NC	587	569	NC	8	15	NC	12	15	NC	55	52	NC	25	18

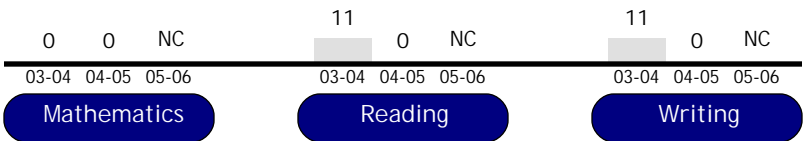
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	5417	79179	97	96	98	454	526	519	52	9	11	36	22	27	13	63	58	NA	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2669	38974	100	97	99	473	531	524	29	7	8	43	21	25	29	66	61	NA	6	5
Male	42	2746	40124	95	95	97	447	522	513	60	11	13	33	23	28	7	60	54	NA	6	4
African American	NC	218	4243	NC	94	98	NC	507	506	NC	13	14	NC	30	32	NC	55	51	NC	2	3
Hispanic	38	1754	30987	100	96	98	456	498	498	50	18	17	37	34	36	13	46	45	NA	2	1
Asian/Pacific Islander	--	115	1832	--	97	99	--	535	543	--	3	4	--	22	17	--	69	69	--	6	10
American Indian/Alaskan Native	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	NC	3089	37467	NC	96	98	NC	545	539	NC	3	5	NC	14	17	NC	74	70	NC	9	8
Students with Disabilities	NC	369	8567	NC	73	88	NC	470	467	NC	35	39	NC	37	38	NC	26	22	NC	2	1
Students without Disabilities	47	5048	70612	96	98	99	457	530	524	45	7	7	40	21	25	15	66	62	NA	6	5
Limited English Proficient Students	13	470	9013	100	92	95	440	454	461	69	47	40	31	44	48	NA	9	12	NA	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	50	2372	33345	98	95	96	453	503	499	52	16	17	36	33	36	12	49	46	NA	2	1
Non-Economically Disadvantaged	NC	3045	45834	NC	97	99	NC	544	533	NC	4	7	NC	14	19	NC	74	67	NC	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	5437	79734	98	96	99	489	548	554	9	3	3	65	22	19	26	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	2698	39243	100	98	99	523	561	568	NA	2	2	57	15	12	43	82	85	NA	1	1
Male	43	2738	40413	98	95	98	479	536	541	12	4	4	67	29	26	21	67	70	NA	0	0
African American	NC	221	4285	NC	96	99	NC	543	548	NC	2	3	NC	27	22	NC	71	74	NC	0	0
Hispanic	38	1761	31254	100	96	99	487	524	539	8	6	5	66	33	25	26	60	70	NA	0	0
Asian/Pacific Islander	--	112	1837	--	95	99	--	564	579	--	3	1	--	16	9	--	79	87	--	2	2
American Indian/Alaskan Native	NC	241	4613	NC	96	97	NC	526	535	NC	6	4	NC	33	29	NC	60	67	NC	0	0
White	NC	3102	37668	NC	97	99	NC	564	569	NC	1	1	NC	14	13	NC	84	85	NC	0	1
Students with Disabilities	NC	376	8943	NC	75	92	NC	484	495	NC	13	11	NC	55	51	NC	30	38	NC	3	1
Students without Disabilities	48	5061	70791	98	98	100	501	552	561	4	2	2	65	19	15	31	78	83	NA	0	0
Limited English Proficient Students	13	479	9138	100	94	97	474	464	492	15	20	13	62	56	46	23	24	40	NA	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	50	2395	33718	98	95	97	489	527	538	8	5	5	66	33	26	26	62	69	NA	0	0
Non-Economically Disadvantaged	NC	3042	46016	NC	97	100	NC	565	567	NC	1	2	NC	13	14	NC	85	84	NC	0	1

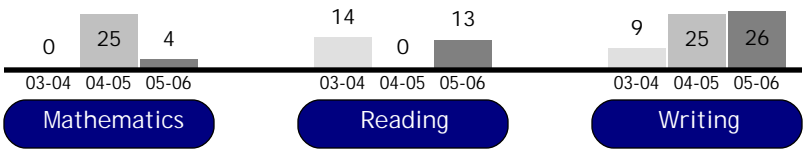
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	NC	NC	NA	55	NC	NC	55	50	NC	NC	61	56
	Language	NC	NC	55	49	NC	NC	55	50	NC	NC	59	54
	Mathematics	NC	NC	71	63	NC	NC	54	49	NC	NC	59	52
6	Reading	NC	NC	NA	56	82	28	58	51	93	12	63	56
	Language	75	NA	55	48	82	31	54	47	93	18	58	50
	Mathematics	75	NA	76	66	82	40	62	52	93	3	68	58
7	Reading	56	NA	NA	54	76	21	55	50	97	3	61	54
	Language	89	10	64	58	76	36	58	52	97	4	65	58
	Mathematics	100	19	75	62	76	27	58	50	97	3	65	54
8	Reading	57	NA	NA	55	70	16	57	51	100	8	63	58
	Language	71	5	58	52	70	18	55	50	100	8	59	56
	Mathematics	71	21	73	61	73	23	62	53	100	11	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	0	0	0
10 or more years	4	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multi-purpose Room

Extracurricular Activities

- Ü Tutoring

Social Services

- Ü Safe School Probation Services
- Ü Anti-gang Funding
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 36% of the students enrolled at MMS during the 2004-2005 school year were able to successfully transition back to a comprehensive junior high or high school.
- ü MMS's academic goals have been met each year as measured by district and state assesments.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	81	95	94	95
Promotion Rate ⁵	73	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

MMS uses a research-based, school-wide discipline program which includes three intervention levels (universal, targeted, and intensive) and social skills instruction aimed at providing students with the behavioral skills needed in order to be successful in a comprehensive school setting. The program goals are supported and extended by an intervention staff that includes a registered nurse, counselor, probation officer, SRO, and gang-prevention specialist.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Greg Prather	(480) 472-5650
Transportation Policy	Lupe Moreno	(480) 472-6100
Community Resources	Paula Nielson	(480) 472-5651
School Nutrition Programs	Debbie Viar	(480) 472-5659
Parent Organization		
Student Health/Nurse	Terry Holiday	(480) 472-5650

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.